# BC's Redesigned Curriculum

## An Orientation Guide

## What to look for in the curriculum



**Social Studies**

K 1 2 3 4 5 6 7 8 9
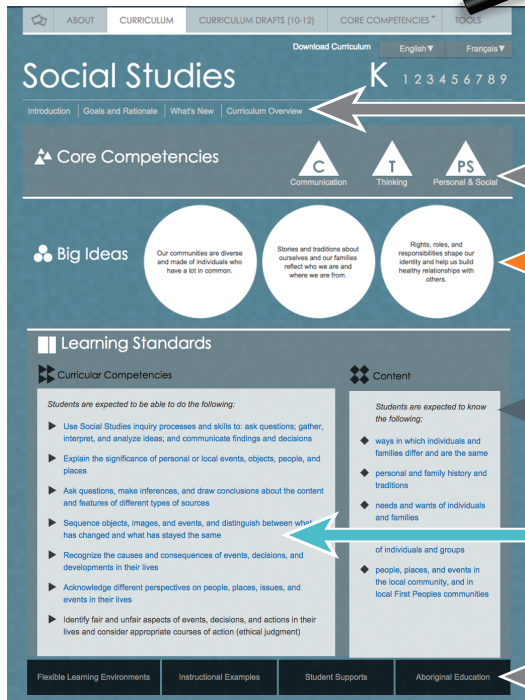
- **Introductory Materials**
- **Core Competencies**
- **Big Ideas**
- **Content**
- **Curricular Competencies**
- **Supporting Materials**

# Highlights of BC's Redesigned Curriculum

- **Personalized Learning**
  The redesign of BC's curriculum provides flexibility to inspire the personalization of learning and addresses the diverse needs and interests of BC students.

- **Ecology and the Environment**
  Revisions to the Science curriculum were made to ensure better representation of ecology and environmental learning.

- **Historical Wrongs**
  The curriculum includes the history of the Asian and South Asian communities and their contributions to the development of our province—as well as the injustices they experienced.

- **Aboriginal Perspectives and Knowledge**
  Aboriginal culture and perspectives have been integrated throughout all areas of learning. For example, place-based learning and emphasis on indigenous ways of knowing reflect the First Peoples Principles of Learning in the curriculum.

- **Flexible Learning Environments**
  BC's redesigned curriculum provides teachers with great flexibility in creating learning environments that are relevant, engaging, and novel. Flexible learning environments give consideration to local contexts and place-based learning.

**BRITISH COLUMBIA** | **Ministry of Education**

www.curriculum.gov.bc.ca

At the heart of British Columbia's redesigned curriculum are the literacy and numeracy foundations, essential learning, and Core Competencies.

## Literacy and Numeracy Foundations

The redesign of curriculum reinforces the current views in BC on the need for strong foundations in literacy and numeracy.

Literacy and numeracy foundations—text literacy (reading and writing), number and financial literacy, visual literacy, and digital literacy—are fundamental requirements for full social and economic participation in today's world.

Literacy and numeracy skills are developed through applications in all curricular areas. Literacy and numeracy performance expectations are described in the BC performance standards.

## Essential Learning

The redesigned curricula are described as concept-based and competency-driven. They place more emphasis on the deeper understanding of concepts and the application of processes than on the memorization of isolated facts and information.

The learning standards and big ideas for each area of learning identify what is essential—what students are expected to know, be able to do, and understand at each grade.

## Core Competencies

Core Competencies are at the centre of the curriculum redesign in BC.

Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deeper learning. The Core Competencies include thinking, communication, and social and personal competencies.

**T** **Thinking**
- *Creative Thinking*
- *Critical Thinking*

**C** **Communication**

**PS** **Personal and Social**
- *Positive Personal/Cultural Identity*
- *Personal Awareness and Responsibility*
- *Social Awareness and Responsibility*

Competencies are embedded and evident within the learning standards. They come into play when students are engaged in "doing" in any area of learning. Together, the literacy and numeracy foundations, essential learning, and Core Competencies contribute to the development of educated citizens.

## Curriculum Model

The curriculum model is made up of three elements: Content, Curricular Competencies, and Big Ideas. Teachers combine the three elements in ways they see fit to personalize learning in their classrooms.
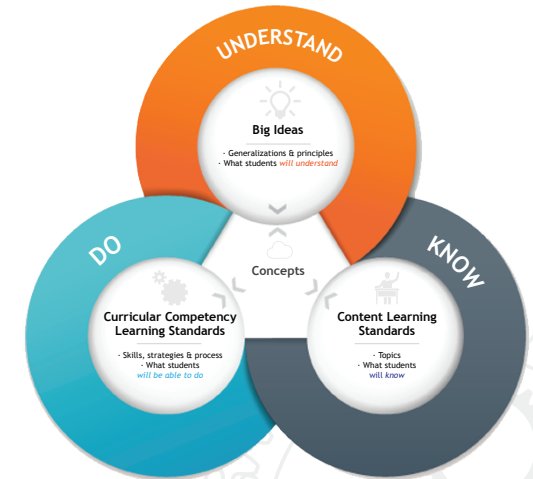
*Content*
    What students are expected to know
*Curricular Competencies*
    What students are expected to do
*Big Ideas*
    What students are expected to understand



UNDERSTAND
Big Ideas
· Generalizations & principles
· What students *will understand*

DO
Curricular Competency Learning Standards
· Skills, strategies & process
· What students *will be able to do*

KNOW
Content Learning Standards
· Topics
· What students *will know*

Concepts

The model pulls together the best from modern learning theories and BC teachers' advice. At the outset, BC educators said, curriculum needs to:
- be flexible to better enable teachers to innovate
- focus on higher-order learning
- address Core Competencies
- integrate Aboriginal world views and knowledge
- respect the unique nature of disciplines while supporting cross-curricular learning